

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Grammar

Grammar is one important language component and as a tool or way to communicate correctly. According to Harmer (2001, p.12) grammar is a description of how words can be added or combined into sentences according to grammar rules and if not according to the rules, it will change the meaning of sentence itself and make communication disrupted. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, according to Thornburry (as cited in Setiawan et al, 2017, p. 58) grammar is a description of the rules that govern a language's sentence are formed. In addition according to Swan (as cited in Khairunisa et al, 2018, p. 2) grammar is the rule that says how words are changed to show different meaning, and they combine into sentences.

Grammar has an important role in English by combining word units to form into an integrated and meaningful sentence. Sentences can be grammatically accepted if they follow the rules of grammar. Because in oral and written communication has the purpose and function of language that is reflected in the grammar itself and is a must for language students to get good grammar. Good grammar mastery will allow people to easily express information, feelings, and

ideas in language with their own thoughts to others to be conveyed meaningfully and can be understood.

From statements above, it can be concluded grammar is important for students to master in order to express feelings, emotions, thoughts, and to be able to use English correctly. In other words, it can be considered a failure to communicate if people do not master grammar because the communication goals cannot be achieved. Proper grammar prevents misunderstandings or errors or is ambiguous when expressing thoughts and ideas to others, so that it will be easy to convey or accept meaning in a communication.

2.1.2 Tenses as Part of Grammar

In grammar, students will find several rules in language. One such rule is tenses. According to Rhomdony (as cited in Handoko, 2018, p. 204) tense are sentence patterns or structure of the sentence (changed of predicate) that based on time, an action, event, or condition lasts. According to Lingga as cited in Handoko, 2018, p. 204) Tense is term that used in English grammatical to show the time and the level of perfections the event. Each tense will be followed by verb changing and appropriate time signal. According to Nimah (2013, p. 172) there are four kinds of basic tenses such as present tense, past tense, future tense, and perfect tense. Based on time, there are four divisions; present, past, future, and past future. Viewed from event, each tense has four ways; simple, continuous, perfect, and perfect continuous

From the expert opinion above, it can be concluded tenses are part of grammar and are important for students to learn tenses, because tenses have a major influence in shaping meaning in the sentence. Tense can indicate whether

an activity, action or circumstance is on going has taken place or is going to take place over a period of time. It is necessary for students to understand the rules of tenses to avoid misunderstandings in expressing the meaning of communication and to build good sentences in English communication. In other words mastering tenses as one aspect of English, grammatical structure, and students will be able to communicate in English correctly.

2.1.3 Concept of Simple Present Tense Mastery

Simple present tense is one of the basic kinds of tenses that must be easy to understand before understanding the forms of other tenses. According to Pardiyono (as cited in Handoko, 2018, p. 204) simple present tense is often used to discuss the things that now exist or occur, there are ordinary or common, or usually done. Simple Present Tense is one of tenses that is important to be mastered by the students. By mastering simple present tense, the student will be able to express the idea that they want to transfer appropriately at the present time. Simple present tense is a form of verb to state facts, habits, or current events. According to Hinkel (as cited in Taslim, 2016, p. 148) Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

Hadley (as cited in Hestningsih, 2016, p. 210) states that mastery is synonymous with the term proficiency, expertise, or ability, and competence means a high level of skill, well-developed knowledge, or polished performance. In addition according to Brown (as cited in Hestningsih, 2016, p. 210) mastery is the knowledge that underlies the language system - the rules of grammar,

vocabulary, all parts of the language how it is can be pieces that fit together. So mastery is the ability and knowledge of students who are more professional or master and which underlie the learning material.

Hestingsih (2016, p. 211) states that grammar of simple present tense mastery is the knowledge and ability to use the grammatical structure of simple present tense and use them effectively in communication. Simple present tense is one kind of tenses that must be mastered and used to write or speak in English. It is important because simple present tense usually takes place in speaking or writing activity. This simple Present tense says that an activity or action is true in the past, true in the present, and will be true in the future. This is used for general statements of fact. Students can connect the structure of grammar simple present tense with meaning in order to form appropriate communicative goals.

From the explanation above, it can be concluded that simple present tense is a tense which states a situation that is taking place at this time or now and is an everyday act or habit. Simple present tense is simple present tense is the language aspect of grammar and is an important component that student must master because this present tense can help students use the target language for oral and written communication. By mastering simple present tense, students will be able to express their ideas and ideas and students can transfer present tense understanding appropriately at this time. Students can be said to master simple present tense if they have complete control and knowledge of the present form, meaning, and use of present tense. The form of present tense refers to the mechanism of language, both in terms of grammar or vocabulary. With regard to grammar, students must understand the sentence structure of certain grammatical

rules. In this present tense includes knowledge about the sequence of forming simple present tense sentences, first is the subject, verb, verb agreement, spelling of the verb, and finally the object and complement.

A. Form/Structure of Simple Present Tense

Form refers to the mechanics of the language, either in terms of grammar or vocabulary. With regards to grammar, students should understand the sentence structure of a specific grammar rule. In simple present tense, it includes the knowledge of simple present tense word order, subject-verb agreement and verb spellings. According to Taslim (2016, p. 148) the way in which a word or phrase or sentence is normally and correctly used. Here are the rules of simple present tense:

- a) For positive sentences, it does not normally use the auxiliary.
- b) For the 3rd person singular (he, she, it), it is added -s or -es to the main verb and -es to the auxiliary in the negative and questions form.
- c) For the verb to be, it does not use an auxiliary, even for questions and negatives.

According to Novarita (2019, p. 440) simple present tense has formula pattern and rule structure which appropriate with English grammatical rules. Verbal sentence structure and nominal sentence structure have different rules from each other, as well as the sentence structure of the verb have/has. The verb spelling also has its own grammar pattern or rules. For more details, it can be seen as follows:

1. Verb (Action Words/ Verbal Sentences)

Verbal sentences are sentences that use verb-1 and addition –s/-es to the end of the verb if the subject singular. According to Napratilora and Seri (2019, p. 24) the verbal sentence means that the sentence predicate is a verb and the subject do an activity in the sentence. According to Swan (as cited in Siswoyo, 2016, p. 465) the form of verbal sentence in simple present tense, there are affirmative or positive statement, negative statement, and interrogative statement. The table below shows forms affirmative, negative and interrogative in simple present tense is as follows:

TABLE 2
EXAMPLES OF VERBAL SENTENCES

Statements (+)	Statements (-)	Question (?)	Short answer (+)	Short answer (-)
I work	I do not work	Do you work?	Yes, I do	No, I do not
You work	You do not work	Do you work?	Yes, I do	No, I do not
They work	They do not work	Do they work?	Yes, they do	No, they do not
We work	We do not work	Do we work?	Yes, we do	No, we do not
He works	He does not work	Does he work?	Yes, he does	No, he does not
She works	She does not work	Does she work?	Yes, she does	No, she does not

Verbal sentences consist of positive, negative, and interrogative sentences.

Below is the rule of positive, negative, and interrogative verbal sentence:

a) The Rule of Positive Simple Present Tense

Subject + Verb1 / Verb 1 + s/es + object
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Positive statement in simple present tense is the sentence whose subject performs an action or actually occurs an activity. According to Azar (as cited in

Siswoyo, 2016, p. 464) states that if the subject in the form of a singular noun she, he, It (3rd person singular) has a final **-s** or **-es** for the verbs. Meanwhile, if the subject is plural form of nouns we, you, they, I, Toni and Tina, and so on, you do not need to add the suffix **-s** or **-es**. For examples:

- a) She **eats** meatball in kitchen.
- b) He **reads** novel.
- c) They **like** rock music.
- d) I **clean** my bed.

b) The Rule of Negative Simple Present Tense

Subject + do/does + not + verb 1 + object

Negative statement in simple present tense is sentence where the subject does not do any action or activity. According to Azar (as cited in Siswoyo, 2016, p. 465) for third person singular (he, she, it) uses auxiliary “does not”, while for a subject in the form of plural nouns (the first person, second person, or third person plural) uses auxiliary “do not”. For examples:

- a) She **does not** write diary.
- b) We **do not** buy book from book store.

c) The Rule of Interrogative Simple Present Tense

Do/Does + subject + verb 1 + object

Interrogative statement in simple present tense is sentence in the form of a question whether perform subject an action or activity and is useful for finding information and confirmation. According to Azar (as cited in Siswoyo, 2016, p. 466) for the interrogative sentence (Yes-No Questions) also used the auxiliary does or do fit the subject of the sentence. **Do** is used when the subject is the first

person, second person, or third person plural. **Does** is used when the subject is the third person singular. For examples:

- a) **Does** she bring my dictionary?
- b) **Does** Anita go to Solo?
- c) **Do** they visit park in my house?

2. Verb “Be” / Nominal Sentences (Is, Am, Are)

The words (am, is, are) also verbs but they are not action words. Murphy (as cited in Yuliana et al, 2017, p. 4) states that a nominal sentence does not have verb as predicate and it consists of adjective, adverb, or noun as complement of the sentences. They are the simple present tense of the verb be. Use **am** with the pronoun **I**, and **is** with the pronouns **he, she, it**. Use **are** with the pronouns **you, we, they**. In other words, it can be concluded that the verb ‘am’ is used when the subject is the first person; verb ‘is’ is used when the subject is the third person singular; and verb ‘are’ is used when the subject is the second person or the third person plural.

Azar & Hagen (2006, p. 21) state that there are three basic patterns for sentences that begin with as subject + the verb be:

- a) Subject + be + noun, for example: I **am** a student
- b) Subject + be + adjective, for example: He **is** intelligent
- c) Subject + be + place, for example: We **are** in class.

3. Verb “have/has”

The verbs have and has are used to say what people own or possess. They are also used to talk about things that people do or get, such as illness. According to Azar & Hagen (2006, p. 30) the patterns of using have and has is as follows:

TABLE 3
THE USE OF HAVE/HAS

Using Have and Has		
Singular	Plural	
(a) I have a pen. (b) You have a pen. (c) She has a pen. (d) He has a pen. (e) It has blue ink	(f) We have pens. (g) You have pen. (h) They have pens	I They } have We } You } He } has She } It }

4. Verb Spelling

Azar (2016, p. 227) states that spelling is very important to note carefully from the subject and verb to be accordance with grammar rules. In simple present tense, verb has singular and plural form. The singular verb is formed from the plural verb.

Azar (2016, p. 466) states that there are some variations of suffix -s or -es for singular verb spelling:

1. For verbs with ending ss, x, ch, o, and sh must be added by suffix - es. For example: Push – pushes, teach – teaches, kiss – kisses, fix – fixes, go – goes.
2. For the verb with the ending consonant + -y, change “y” to “i” and must be added by suffix –es. For example: Cry – cries, study – studies.
3. For verbs with the ending vowel + -y, it must be added by suffix –s. For example: Pay – pays, buy – buys.
4. For a verb other than those mentioned above, are added to the suffix - s only.
For example: tell – tells, come – comes, get – gets.

B. Meaning

The meaning will be related and connected to the grammar structure which is picture of thinking and mental understanding in language. Leech & Svartvik (as

cited in Taslim, 2016, p. 148) state that simple present tense has three important meanings. They are:

1. A present state

a) Simple Present Tense often indicates a state which exists now that refers to a fact which is generally true. For example: *The sun rises in the east.*

b) Simple Present Tense can also refer to states that can change For example: *Where does your uncle work? I'm sorry, I don't know. I think he works in a fashion company.*

2. A present habit

a) Simple Present Tense refers to an action repeated regularly such as habit or custom. For examples:

Robby smokes.

Anita plays tennis.

b) Simple Present Tense can be used with frequency adverbs like *always, never, sometimes, ever, usually, often, etc.* For example: *Billy sometimes goes fishing in the summer.*

3. A present event

This meaning of Simple Present Tense is less common. It refers to an event which happens at the very moment of speaking. For examples:

I regret that I made a mistake.

I beg you to be more careful.

C. Use /Function

The use of simple present tense to express and convey feelings, circumstances, ideas, facts, and habitual or repeated action that occur at the

present time. According to Pardiyono (2001, p. 15 – 16) you need to use the Present Tense if you want to convey the message about a case or a particular activity, which according to you at this time:

1. Always: always or always done or always occur
2. Usually: usually done or usually occurs
3. Generally: generally performed or generally occurs
4. Often: frequent or common
5. Seldom: rare or uncommon
6. Never: never done

Message that can be expressed with the Simple Present Tense can be things or reality, issues (problems, matters), situation (situation, condition), the existence of something or Works, all of which can and always be encountered in everyday life, or in communication between individuals or groups who do every day.

According to Pardiyono (2001, p. 16 – 18) here are some examples in accordance with the functions described above:

- 1) To express terms / reality now, what is happening and as long as we know the terms, or things that are common (general) and are repeatedly. For example:
 - a) Brian has four cats.
 - b) They live in a small village not too far away from Sudirman's street.
 - c) Jakarta is one of biggest cities of the capital in Indonesia.
- 2) To reveal the problems/issues which are happening, existing or occurring at this time. For example:
 - a) We have more than 15 Ministers now.

- b) The shopping centers are always full of customers.
- 3) To reveal the state / situation that you see and know at this point. For example:
- a) It is winter season now in our country.
 - b) It dries every day.
 - c) The weather is very hot in Jakarta.
- 4) To reveal the existence of something that you see today. For example:
- a) There are many big schools in this city.
 - b) Borobudur is the biggest temple in Java.
- 5) To express a common work and routine. For example:
- a) I go to school by bicycle, but she goes to school by motorcycle.
 - b) His mother works at the one of the school of this city.
- 6) To reveal or tell the contents of a book, or magazine, you need to use the Simple Present Tense form. For example:
- a) This magazine says that she is a famous actress and she started her career when she was 9 years old.
 - b) This book says that we have to come on the weekend. There are a lot of tourists there.
- 7) If you want to order, ordered not to do any work or even to do, or you want to invite to do something, you need to use the Simple Present Tense. For example:
- a) Do not come on Friday.
 - b) The meeting is on Monday.
 - c) Pick me up at 9:00 am tomorrow.

8) Likewise, if you want to give suggestions or advice to someone, you need to use the Simple Present Tense. For example:

- a) Why do not you go and see a doctor?
- b) Why do not you go home and go to bed early?

D. Using Adverbs in Simple Present Tense

There are two kinds of adverb that are usually used in Simple Present Tense. They are adverb of frequency and adverb of time. According to Pardiyono (2001, p. 22—23) adverb or expression time information that characterizes the Present Tense is as follows:

1. Adverb of Time

Adverb of time provides information on when an event occurred or how long an event occurred and with a clear and detailed time, and usually adverb of time is placed at the beginning or end of a sentence. According to Pardiyono (2001, p. 22) Adverb of time that is often included in the Simple Present Tense is information indicating a habit (habitual activities) such as every morning, every day, twice a day, three times a day, and other. For example:

- a) He gets up **every morning** at 4:00 o'clock.
- b) I go swimming **twice a month**.
- c) I spend on TV around **5 hours a day**.
- d) Sinta helps her mother cook in the kitchen **every day**.
- e) Saphira goes to the bank for some deposits once in **three days**.
- f) Mr. Boy Teaches this class **three times a week**.

According to Pardiyono (2001, p. 22) adverb of time does not have to always be included in the simple present tense this sentences. Although the time

information is not mentioned, but the message conveyed was clear communication.

For example:

- a) Clara and Tina go to school by bus.
- b) I know that he is still single.
- c) Those officials live in Jakarta

2. Adverb of Frequency

Adverb of frequency shows intensity or frequency of how often an activity done or occurs, and the adverb of frequency is placed before the verb or after auxiliary verb (to be). According to Pardiyono (2001, p. 23) adverb of frequency or intensity in simple present tense such as always, usually, often, sometimes, seldom, rarely, never, ever, and other. For example:

- a) She **always** comes to school on time.
- b) He **sometimes** gets up late.
- c) You **never** visit garden park.

Based on the all explanation from the experts above, it can be concluded that students' simple present ability is the students that have a great skill or knowledge in the simple present tense. Students can understand anything about simple present tense such as form verbal and nominal sentences, adverb, and other. Simple present that is used events or situations that exists always, usually or habitually in the present.

2.1.4 The Concept of Assessing Grammar

Assessing grammar is an activity to measure the extent of students' mastery of grammatical understanding. Designing a test is an important thing that must be done before the test is carried out. Purpura (2004, p. 84) states that one of

the first steps in designing a test, besides identifying the need for the test, its purpose and audience, is to provide a clear theoretical definition of the construct to be measured. Purpura (2004, p. 127) states that in designing grammar tests we must be familiar with a wide range activities to grammatical performance. In assessing the ability of understanding student grammar such as the ability of students to master simple present tense, it is necessary to make an assessment to make it easier to assess the total score obtained by students.

According to Purpura (2004, p. 168) the assessment method provides an explicit description of the criteria for correctness and exact procedures for scoring responses. According to Bachman and Palmer (as cited in Purpura, 2004, p. 168) scores are given with the answer key to determine whether the answer is right or wrong scoring is called dichotomous. This assessment method often is used in multiple choice tasks. The score uses single criterion for correct or is called a right / wrong scoring. Besides of that reason, by using scoring selected-response grammar task, it can be used to measure different level of grammatical level and it only have one for every correct answer and only measuring one of the grammatical area question. This multiple choice item might be easier with the answer options that can help as well as keywords to get one correct answer, but there are also difficulties or doubts in determining the differences in the choices of answers that are considered correct.

According to Azar (as cited in Napratilora and Seri, 2019, p. 24) simple present has its own formula with its verb, the form of simple present sentences are verbal and nominal sentences which in there are affirmative or positive, negative, and interrogative sentence, in verbal sentence there are verb have/ has that

function as having, and simple present tense uses time signal or expression. There are two time signal or expression; the first, adverb of time such as; *everyday, twice a day, etc* and the second, adverb of frequency such as *always, seldom, usually, never, sometimes, etc.* So in assessing grammar simple present tense these three aspects are important to use in the test instrument to be able to measure students' understanding of the form of simple present tense. For example:

A. Verbal Sentence

According to Handoko (2018, p. 207) verbal sentence is sentence in which predicate uses the verb 1 and is added *s/es* at the end of the verb to the singular subject for positive sentence, while for negative and interrogative sentence adding *do/does*. The following is a pattern of verbal sentences:

1. Positive Form

- Tania and Rita visit my home this morning

2. Negative Form

- Clara doesn't give money to her father

3. Interrogative Form

- Do your father and my uncle go to Palembang?

4. Verb Have/ Has

- He has new car

B. Nominal Sentence

According to Handoko (2018, p. 206) nominal sentence is called non verbal or sentence whose predicate does not use verb because use to be *am, is, are*. following is a pattern of nominal sentences:

1. Positive Form

- Diana's uncle is a teacher in our school

2. Negative Form

- Fahri and Rico aren't lazy

3. Interrogative Form

- is Brian a doctor in this hospital?

C. Time Signal

According to Handoko (2018, p. 208) time signal is an expression of time in simple present tense which is the current occurrence or habit. There are two time signal in simple present tense:

1. Adverb of Time:

- | | |
|------------------|----------------|
| a. Every morning | d. Three times |
| b. Every day | e. Twice a day |
| c. Today | f. and other |

2. Adverb of Frequency

- | | |
|-----------|------------------------|
| a. Never | d. Ever |
| b. Always | e. Usually |
| c. Seldom | f. Sometimes and other |

Scoring of simple present test:

$$\text{score} = \frac{\text{total correct answer}}{\text{total item test}} \times 100\%$$

From statements above, it can be concluded that the simple present tense is assessed from the aspect of grammar that are connected and related. Assessing grammar uses multiple choices can help students in answering question and need

efficient time. The forms of questions are appropriate and clear with the form of simple present tense starting from verbal sentences, nominal sentences, and time signal.

2.1.5 Concept of Learning Motivation

Learning motivation has a big role for students to achieve success in learning. Motivation can be described as a process can provide energy or encouragement to student behavior and provide better direction or goals. According to Harmer (as cited in Farosy et al, 2019, p. 148) motivation is like an internal motive that pressures someone to run something to gain an entity. Brophy (as cited in Aryanika, 2016, p. 219) states that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior.

Motivation is the main requirement in the teaching and learning process, with strong motivation can arouse students' sense of will and enthusiasm in learning and can achieve good achievements. Winkel (as cited in Asvio et al (2017, p. 19) state that learning motivation is the totality of the driving effort in students who regulate affairs and provide instruction for learning activities. Thus, learning motivation is very necessary for students to realize their goals and learning achievements.

From the explanation above, it can be concluded that motivation is an internal process that can provide strength, direction, encouragement, enthusiasm to humans which is manifested in actions and will be transferred into cognition of thoughts, feelings, and actions or behavior. In learning motivation there is encouragement and desire to move, channel, and direct attitudes, behaviors, and

optimal efforts to achieve learning goals. Thus, learning motivation is very useful and has a positive influence on the development of learning outcomes and student achievement.

2.1.6 Types of Motivation

Motivation is divided into several types, generally the best known are intrinsic and extrinsic motivation. According to Gardner (as cited in Kasyulita and Armelida, 2019, p. 27) distinguished motivation into two types of motivation; intrinsic motivation and extrinsic motivation. It can be explained as follows:

a) Intrinsic Motivation

Intrinsic motivation comes from the word intrinsic which means from within student, so intrinsic motivation is motivation that originates from the student themselves. According to Kasyulita and Armelida (2019, p. 27) intrinsic motivation is an ambition that starts from within oneself to strive to achieve a mission, when students have intrinsic motivation, students will show their actions in the class such as need to learn English because they are pleased and happy to learn it. According Gardner (as cited in Kasyulita and Armelida, 2019, p. 27) intrinsic motivation consists of three component, these are power, determination, and attitude. Students who carry out learning activities because of their own intrinsic pleasures and desires will be better able to develop their own abilities and skills.

According to Harmer (as cited in Kasyulita and Armelida, 2019, p. 27) in this way a person may be motivated by the convenience of the learning technique itself or by urge to try to make themselves feel better. Student who is motivated based on intrinsic desires will be much better in the process of

teaching and learning activities, student will more quickly understand the material, and make a meaningful learning experience. Brown (as cited in Kasyulita and Armelida, 2019, p. 27) divide intrinsic motivation into two main types that are integrative motivation and instrumental motivation.

1) Integrative Motivation

According to Kasyulita and Armelida (2019, p. 27-28) integrative motivation is applied when learner will connect themselves in the culture of a second language community, to mark themselves and make a part of society, for example immigration or marriage. Gardner and Lambert (as cited in Tambunan and Tiarnita, 2016, p. 64) state that integrative motivation is based on the learner's dream to learn more about the target language cultural group or to join an object community. Student will be motivated to learn languages, because with language they can make contact to communicate and will better understand and know more about the culture and values of groups in society.

2) Instrumental Motivation

Motivated students hope to achieve their goals by utilizing second language or target language. Gardner and Wallace (as cited in Kasyulita and Armelida, 2019, p. 28) state that leads to the motivation to accept language as a medium for obtaining instrumental goals of improving work, reading technical topics, translation and so forth. This can describe situations where students will trust by mastering the target language, students will have an important role to get a better work, rank and

qualities. Students who have intrinsic motivation will offer positive consequences for themselves in learning.

b) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside influences such as parents, teachers, and the environment not from within student. Harmer (as cited in Kasyulita and Armelida, 2019, p. 28) states that extrinsic motivation is the effect of all external factors, such as attention to passing an exam, the foundation of financial commissions or the possibility of future adventures. According Gardner (as cited in Kasyulita and Armelida, 2019, p. 28) extrinsic motivation is driven by external factors such as parental pressure, the role of teacher, environment.

Teacher influence has an important role in extrinsic motivation towards student in teaching and learning in the classroom. In addition to the teacher, the role of parents, the environment, and peers also give good influence for students to be motivated in learning. Harmer (as cited in Kasyulita and Armelida, 2019, p. 28) state that external motivation has some external factors:

1) The Goal

Goal is important in achieving student learning process. According to Harmer (as cited in Kasyulita and Armelida, 2019, p. 28) goal is the one of the most energetic sources of external of motivation that students try to learn. Goal is part of external factor that can motivate and encourage student to learn and achieve their desires and learning achievement, for example students have goal when learning English, goal intended like

student want to get good grade in working on question or exam, student learn English to get a better job or to continue study abroad.

2) The Society We Live In

The society we live in is an external factor in the form of a live environment that can influence students to be motivated in achieving their desire and successes. According to Harmer (as cited in Kasyulita and Armelida, 2019, p. 29) outside any classroom there is action regarding language education and English language in particular. According to Kasyulita and Armelida (2019, p. 29) the student need to learn English because of society, for example they learn English because they want to receive dignity from the society.

3) The People Around us

People around is people who is always close to student, this is a factor that can affect student motivation in learning. In addition according to Harmer (as cited in Kasyulita and Armelida, 2019, p. 29) to the habits of the place around them, students' behavior about language learning will be conquered by the people who are next to them. Student learning English is very important in communication with people around and people all over the world.

4) Curiosity

Curiosity behavior experienced by students can't be underestimated, because students will learn to recognize what is believed or considered to be true. According to Kasyulita and Armelida (2019, p. 29) at the beginning of the semester, most students have at least a mild interest in

who their new teacher is and what it feels like to be in a learning class, when students begin learning English for the first time, most students are interested (until some extent) to see what it looks like. According to Harmer (as cited in Kasyulita and Armelida, 2019, p. 29) curiosity is an invaluable initial motivation, without it, getting a class and building relationships will be far more difficult.

Based on the explanation above, it can be concluded that there two types of motivation. These are extrinsic motivation and intrinsic motivation. Intrinsic motivation are comes from the learners itself or internal desire not from other factor from outside the learner. Intrinsic motivation consisted of integrative motivation and instrumental motivation. Extrinsic motivation is caused by factors from outside student, like from teacher, parent, and environment. Factor influencing extrinsic motivation are the goal, the society we live in, the people around us, and curiosity.

2.1.7 Function of Learning Motivation

The function of learning motivation has an important role to support student success in learning. Learning motivation can encourage student to make changes in attitudes, cognitive or knowledge aspects, affective, and psychomotor. Sardiman (as cited in Nailufar, 2018, p. 332-333) divides four functions of learning motivation as the follows:

- a. To stimulate someone to fulfill something : so the motivation in this state is the brain of every action to be taken
- b. Ensure activity instruction: motivation can share intentions that must be followed to achieve goals

- c. Determine activity and behavior; motivation will require what must be done and in what form to achieve the main goals, eliminating things that are not profitable useful for that goal
- d. Encouraging attitude and performance: thus superior motivation in learning will form good performance.

From the explanation above, it can be concluded that the function of learning motivation to provide positive direction and encouragement for students that can be useful or beneficial for academic achievement. Learning motivation to function can provide a source of energy or strength for students 'efforts in maintaining or pursuing students' ideals by studying diligently. In other word, diligent and hard efforts from strong learning motivation will either produce good or have a positive impact.

2.1.8 Characteristic of Students' Learning Motivation

In the teaching and learning process, students must have good motivational characters in order to achieve success and learning objectives. According to Nicholson (as cited in Putri and Elmiati (2017, p. 132) characteristic of students' motivation, there are interest in learning, participation, focus of the work activities in classroom, and enthusiasm doing task. According to Narayan (as cited in Despita and Icha (2019, p. 17) characterizes a motivated student as the follow:

- a) Positive task orientation: students are able to complete instruction and objection, and have seriousness in their progress
- b) Ego-involvement: students consider relevant to develop in learning to uphold and introduce their own figure

- c) Need for achievement: the student has a desire to gain, control problem and be lucky in what they do
- d) High aspiration: the student is ambitious, enjoys coercive, high knowledge, best grades
- e) Goal orientation: students really understand the learning objective, or specific learning skills, and guide their efforts to achieve them
- f) Perseverance: the students confidently attach high levels of pay to learning, and are not pessimistic about difficulty or apparent lack of growth
- g) Tolerance of ambiguity: students are not deterred by frustration by circumstances that include a lack of knowledge or temporary confusion; and can live with this in peace, trusting that knowledge will come later.

In addition according to Sardiman (as cited in Putri and Elmiati, 2017, p. 132-133) the student motivation has four characteristics including the following below:

- 1) Completing assignment diligently, students who have high learning motivation will describe a great desire and full concern for learning tasks and do assignments repeatedly before the task is completed.
- 2) Overcoming difficulties seriously, the students have difficulties in learning, they will take care of them properly.
- 3) Not easily discouraged, if the students accept the problem in learning they never give up easily. They will find a solution.
- 4) Never annoyed to work on daily task, the students who have high motivation will be more focus and serious in learning without getting annoyed when the teacher distributes assignment regularly.

Harmer (as cited in Mirhadizadeh, 2016, p. 194) states that there are some characteristics of a good learner in the following points:

- a. Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom. Not only for the sake of paying attention, but also for the sake of listening to the language that is being spoken in order to obtain as much as he can from vocabulary to grasp it with intelligence.
- b. Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom. This is an important advise that helps learners to be always prepared to take risks, to apply things in order to know their functions and to develop some tricks that help to keep conversations going on,
- c. Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so.

From the explanation above, it can be concluded that characteristics of students who are motivated will have high interest and enthusiasm for learning, students will be more active in learning, diligent in doing assignments, and have a higher sense of knowledge. Students who are motivated will make the learning process fun and students enjoy learning without coercion. So, the key to student success in learning depends on the motivational characteristics of student.

2.1.9 Assessing of Learning Motivation

Learning motivation is the desire and encouragement that comes from within and from outside which gives strength and enthusiasm to be active in

learning, especially English so that learning objectives can be achieved successfully. In the teaching and learning process, learning motivation is an important key factor in the success and failure of students in learning. Motivation to learn English can come from within and from outside the students themselves. So, intrinsic and extrinsic motivation has an important role in motivating students to learn English.

There are various kinds of motivation questionnaires used in the study of educational psychology, the researcher chooses to use the Motivation Strategy for Learning Questionnaire (MSLQ) adopted by Pintrich designed to assess students' motivation orientation and learning strategies. According to Pintrich et al (as cited in Arjanggih and Titin, 2012, p. 44) Motivated Strategies for Learning Questionnaire (MSLQ) which is a questionnaire designed to measure motivational orientation and adaptation of learning strategies during the teaching and learning process in the classroom as well as when studying independently. Pintrich (as cited in Echeverry et al, 2016, p. 3) states that MSLQ consists of two broad categories, namely the motivation section and the learning strategy section. In this research, researchers only used the motivation part. According to Pintrich in Echeverry (2016, p. 3) the scale of motivation depends on six scales, namely as follows:

a. Intrinsic goal orientation

This goal orientation refers to students' perceptions of the reasons why students are involved in a learning task. In MSLQ, goal orientation refers to a general goal. Intrinsic goal orientation discusses the extent to which students perceive themselves to participate in or contribute to the task as well as for

reasons such as challenges, curiosity, and mastery. Having an intrinsic goal orientation focused on an academic task will show that student participation in the task is an end in itself, not participation is a means to an end.

b. Extrinsic goal orientation

This extrinsic goal orientation is complementary to the objectives of the intrinsic orientation, and is related to the extent to which the student considers himself to be able to participate in the task as well as for reasons such as grades, rewards, performance, evaluations by others, and competition. Someone who has a high extrinsic goal orientation will be involved in learning tasks and as a means to achieve goals. Attention is the main thing that students have related to indirect problems and are also related to participating in the task itself (such as grades, awards, compare one's performance with the performance of others).

c. Task value

Task value refers to the evaluation and assessment of students about how interesting, how important, and how useful the task. Goal orientation refers to the reasons why students participate in an assignment.

d. Control of learning beliefs

Learning control refers to students' belief that student learning efforts will be able to produce or obtain positive results. This has to do with the belief that results will depend on one's own efforts, in contrast to external factors such as teachers. If students believe that their efforts to learn can make a difference in themselves, students should be inclined to learn more strategically and effectively. That is, if students feel they can control or control their academic

achievement, students will be more likely to put forward what is needed strategically to influence the desired change.

e. Self -efficiency

Self-efficacy is a self-assessment of a person's ability to master a task. Self-efficacy includes an assessment of a person's ability to complete tasks as well as confidence in his skills do that task.

f. Test anxiety

Test anxiety is found to be negatively associated with expectations and academic performance. Test anxiety is considered to have two components, namely worry or a cognitive component which refers to students' negative thoughts that interfere with performance and thoughts, while the emotionality component refers to the affective and physiological arousal aspects of anxiety. Cognitive attention and preoccupation with performance have been found to be the greatest sources of performance decline. Training in the use of effective learning strategies and deadly test results can help reduce anxiety levels.

From the explanation above, it can be conclude that MSLQ is designed as a measurement instrument to investigate and measure student motivation. The six scales, namely intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety have an important role in influencing students to learn. In other words, when students feel that students are capable and think conceptual change tasks are valuable as well as participation, and the purpose of learning is to gain competence, then students will be willing to make continuous efforts and move to make conceptual change.

2.1.10 The Correlation Between Learning Motivation and Simple Present Tense Mastery

Learning is one of complex problem that influenced by many aspects. One of aspects is motivation. Motivation as a process that stimulate human behavior or arouse people to take action or make people do what will be done. According to Qomariyah (2019, p. 19) there are many ways that teachers do to increase student motivation by using various teaching methods, teaching strategies, and teaching models but from all of these things the teacher needs to know that motivation is one of the factors that support learning students especially when students learn English grammar.

According to Qomariyah (2019, p.19) students think that grammar is very complex and very difficult, therefore strong motivation is needed to make students does not think about it but can like and be enthusiastic to learning grammar. In learning grammar students will recognize tenses. All sentences in English cannot be separated from the element of tenses because all sentences must exist something related to time, past, present and future. There are four basic types of tenses such as present tense, past tense, future tense, and perfect tense. The tenses that will be discussed in this case is the simple present tense.

Students learn to understand and master the simple present tense related to high learning motivation from within. According to Lai (as cited Irmandi et al, 2017, p. 3) motivation refers to the reasons underlying behavior characterized by willingness, so that if there is no motivation to learn, students will not be able to be ready to face this globalization era. According to Ambrose (as cited in Irmandi et al, 2017, p. 12) "students' motivation is an important element and the most

useful in learning, without learning motivation students will find it difficult to master the simple present tense.

Based on the explanation above, it can be concluded that learning motivation is closely related to the mastery of the simple present tense. The existence of motivation is very important in improving the ability of students and facilitated to achieve what the objectives for the students themselves. Motivation is rooted in students' experiences, especially those related to students' willingness to engage in learning activities and students' reasons for doing so.

2.1.11 Previous Related Research

Researcher finds previous research related to this research. This is used to prove that is there significant correlation between learning motivation and simple present tense mastery. The first, researcher finds research related to the correlation between students' learning motivation and their ability in writing descriptive texts. For example, Munawaroh (2017) in a study entitled "The Correlation between Students' Learning Motivation and Their Ability in Writing Descriptive Texts at the Tenth Grade of State Senior High School 7 Mandau". This research uses correlation research, the sampling technique uses random sampling, and research instruments in the form of tests and questionnaires. Then, the data collected is analyzed by using Product Moment Correlation technique to measure the correlation between two variables measured strength and direction of relationship using SPSS (Statistical Product and Service Solution) version 20.0 for windows. It is found that the value of students' learning motivation is 52.65% while their writing ability is 72.31 and show that the probability level = $0.045 < \alpha (0.05)$. This

can show that there is a significant correlation between students' learning motivation and their writing ability.

The second, researcher finds research related to the correlation between students' motivation and reading comprehension. For example, Ikhsan (2018) in a study entitled "The Correlation Between Students' Motivation And Reading Comprehension Of Eighth Grade Students At State Junior High School N 4 Muaro Jambi". This research uses correlation research, the sampling technique uses clustered random sampling, and research instruments in the form of tests and questionnaires. Then, the data collected is analyzed by using Product Moment Correlation or Pearson's Correlation product moment technique to measure the correlation between two variables. From the calculation by using Pearson's product moment formula, it is obtained that the value of "r" product moment (r_{xy}) or "r" observation (r_o) is 0,89. The degree of freedom (df) is 25. The degree of significance 5% is 0.396, and the degree of significance 1% is 0.505. So it means that the hypothesis r_o is bigger than r_t ($0.89 > 0.396$ and $0.89 < 0.505$). The result of hypothesis of this research is: alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, so it means there is strong correlation between students' motivation and reading comprehension.

From the previous research above, it can be concluded that two researches have similarities in the use quantitative correlation research and research instruments in the form of tests and questionnaires. The difference between two previous researches above lies in the independent variable and sampling technique. The use of independent variable in the first research is writing ability in descriptive text and the sampling technique is random sampling, while in the

second research use reading comprehension as variable independent and the sampling technique is clustered random sampling. Learning motivation has a positive influence such as in building a sense of enthusiasm and interest in students in learning and achieving success in learning. Therefore, based on the above reasons, the researcher tries to use learning motivation for mastery of the simple present tense. Researcher tries to find out whether there is a significant correlation between learning motivation and simple present tense mastery.

2.2 Frame of Thinking

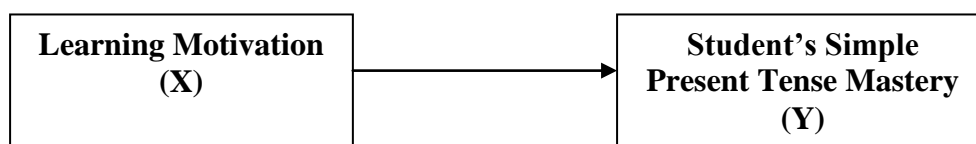
In the process of teaching and learning English, there are four aspects that support the four language skills. The four aspects include: grammar, vocabulary, spelling and pronunciation. One of the important aspect is learned by students is grammar. Grammar is divided into several rules, one of the rules is tenses, then tenses are divided into sections, one of the tenses is learned for eleventh grade of senior high school students is simple present tense.

Simple present tense is an easy basic tense, although it is considered easy, there are some students who still do not understand or master this simple present tense. Therefore, learning motivation is needed in the process of building a sense of enthusiasm for students and student interest in learning to master the simple present tense. Learning motivation is an internal process that can provide encouragement, energy, enthusiasm and stimulus to student to achieve success goal in learning. Motivation is very important in life and in the learning process. Every student has a different motivation, there are students who have high motivation and there are students who have low motivation. Students who have high motivation will be better prepared to contribute to the teaching and learning

process in the classroom and will be able and easier to understand and master the rules and structures of the simple present tense. Students who have low motivation will tend to be bored and have no passion or interest in the teaching and learning process in the classroom.

From the explanation above, it can be concluded that learning motivation has a relationship and contribution to the mastery of the simple present tense, because learning motivation can have a positive influence or impact on student achievement, especially in mastering the simple present tense. Learning motivation has an important role in the mastery of students' simple present tense and really needs to be applied in the teaching and learning process. The researcher considers that students who want to master the simple present tense must have high motivation, so that students understand the use of the simple present tense in accordance with the rules and structures in grammar, and do not cause errors or mistakes in its meaning.

The frame of thinking of this research can be drawn in below.



PICTURE 1
THE CORRELATION BETWEEN LEARNING MOTIVATION AND
SIMPLE PRESENT TENSE MASTERY

2.3 Hypothesis

Referring to the frame of theories and frame of thinking mention above, the researcher formulated the hypothesis as follows:

1. H_0 (Null hypothesis) : There is no significant correlation between learning motivation and simple present tense mastery at the eleventh graders of SMAN 02 Kotabumi academic year 2020/2021.
2. H_a (Alternative Hypothesis) : There is significant correlation between learning motivation and simple present tense mastery at the eleventh graders of SMAN 02 Kotabumi academic year 2020/2021.